



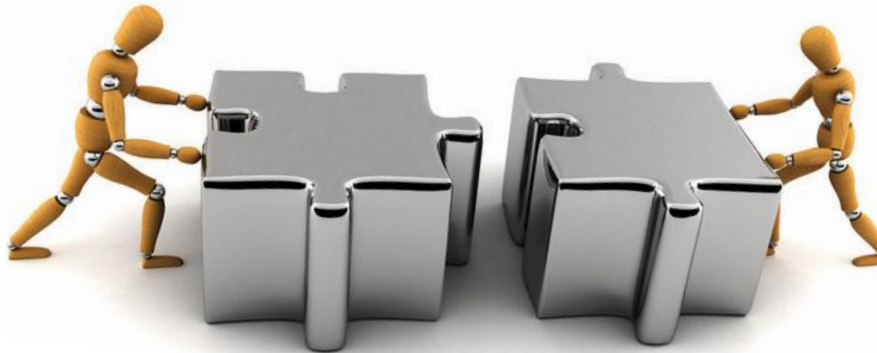
# **Arizona Ready Council June Retreat**

**June 10, 2014**

## Today's Objectives

Our goals for today are to:

- Understand and reflect on recommendations from the Graduation Rate Task Force Final Report
- Agree on the Council's next steps in supporting the Graduation Rate Task Force
- Reflect on current progress on the Arizona Ready Reform Plan
- Understand and reflect on proposed changes to the Reform Plan
- Clarify the value proposition of the Council for the next Governor and what the Council will do to provide that value
- Consider next steps for the Council



**Today, we will share and discuss...**



**The Graduation Rate Task Force  
Final Report**

**Current Progress on the Arizona  
Ready Reform Plan**

**Proposed Changes to the Arizona  
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**Communicating the Council's  
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**Next Steps**

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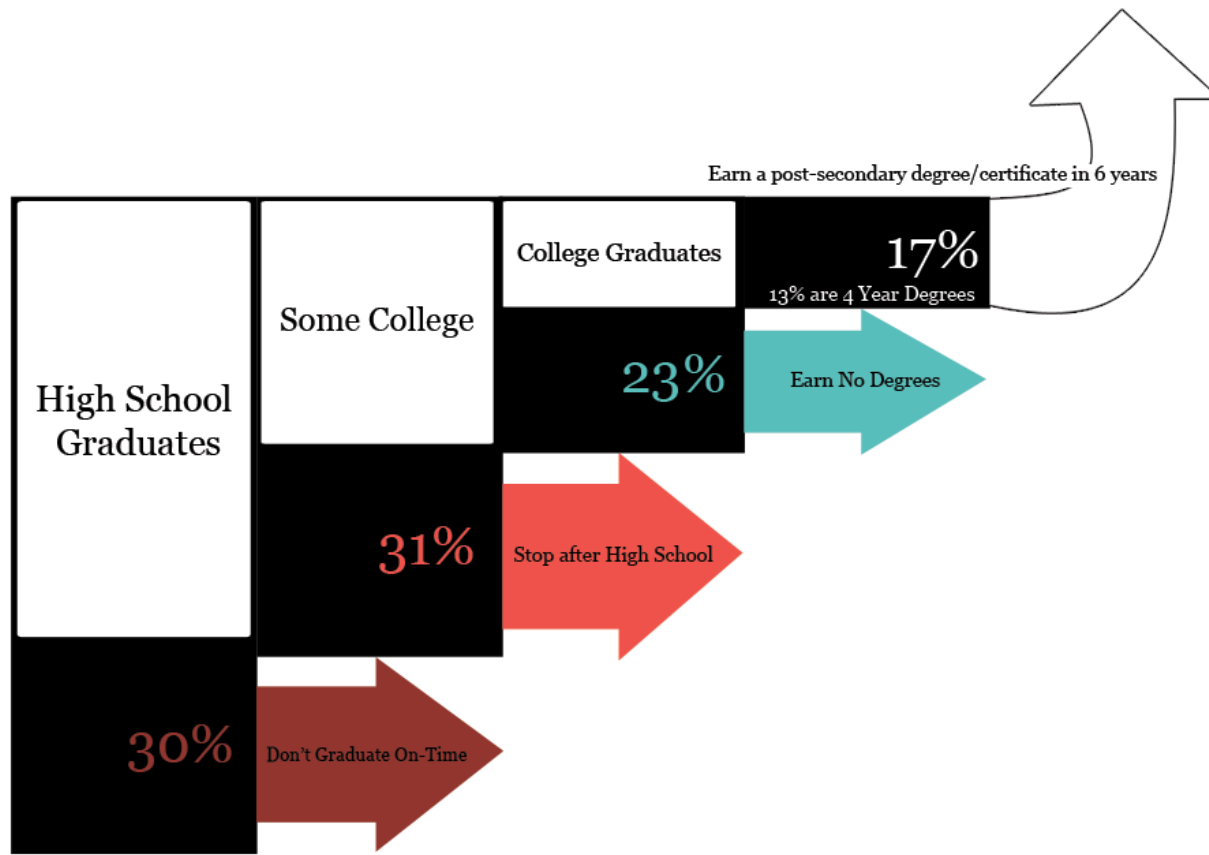
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# We are losing high percentages of students at every stage of the college completion pipeline (2006 cohort)

## High School to Post-Secondary Achievement: Cohort

A decade after entering high school, only 17% of students have any post-secondary credentials.

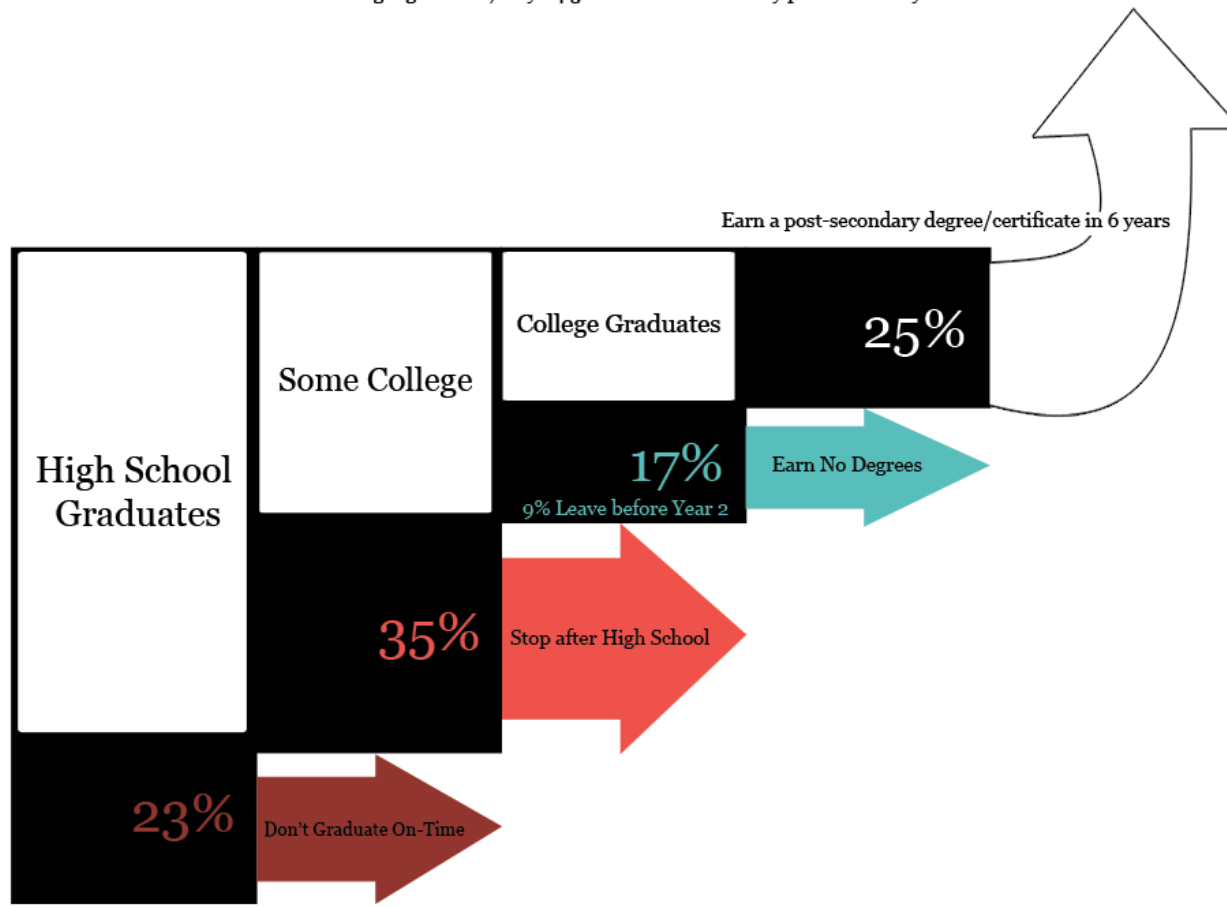


Sources: Arizona Department of Education 2006 4 Year Graduation Rate, Arizona Board of Regents 2005-2006 Post-Secondary Outcomes after 6 Years.

# We are losing high percentages of students at every stage of the college completion pipeline (most current data)

## High School to Post-Secondary Achievement: Pipeline

A decade after entering high school, only 24.5% of students have any post-secondary credentials.

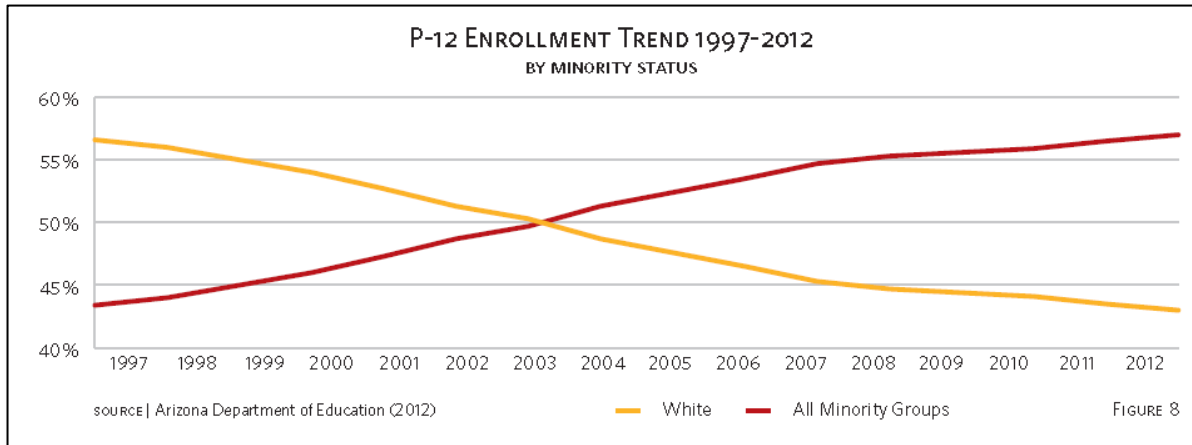


Sources: Arizona Department of Education 2012 4 Year Graduation Rate, Arizona Board of Regents 2011-2012 College-Going Rate, Arizona Board of Regents 2013-2014 Freshman Retention Rate and 2013-2014 6 Year Graduation Rate, Arizona Community College Presidents' Council 2010-2011 Fall-to-Fall Retention Rate and 2011-2012 6 Year Graduation Rate.

## Students are struggling to attain a postsecondary degree or credential

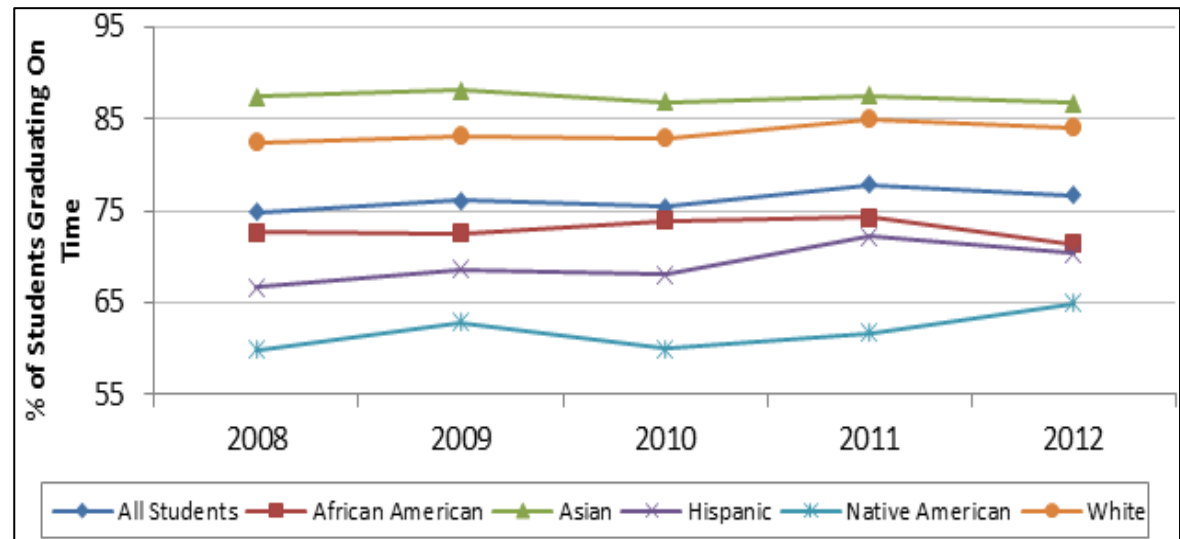
Arizona High School Graduates	#	%
High school students graduating "on time" <sup>1</sup>	59,248	77%
High school graduates going directly to higher education <sup>1</sup>	31,793	54%
High school graduates completing a 2- or 4-year degree within 6 years <sup>2</sup>	12,954	24%
Arizona High Schools	#	%
High schools whose graduates account for more than 70% of college freshman <sup>1</sup>	82	17%
High schools whose graduates account for more than 50% of college graduates <sup>2</sup>	27	7%
High schools where none of its graduates go directly to higher education <sup>1</sup>	39	8%

# The proportion of minority students enrolling in public school is increasing, but graduation rates for those students are stagnant



The percentage of students in public school who are a member of a minority group has increased each year.

While more minorities are enrolling, they struggle to graduate on time.





# The Report highlights these reforms to increase Arizona's high school graduation rate



**Personalized  
Access and  
Progress**



**Rigorous Models**



**Pathways Based on  
Interest, Aptitude,  
and Knowledge**

# The Report highlights these reforms to increase Arizona's high school graduation rate



## Personalized Access and Progress

Choice belongs to the student – without caps or limits

Unfettered access to meaningful and engaging programs

Flexible, quality options for re-engaged dropouts



## Rigorous Models



## Pathways Based on Interest, Aptitude, and Knowledge

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## Rigorous Models

High expectations for all

Culture of "Both/And" for college prep and CTE

Nationally-recognized industry credentials

Opportunities for students who are not ready



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## Pathways Based on Interest, Aptitude, and Knowledge

More flexible models of delivery

Tangible career planning opportunities

Early intervention for struggling students

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*Foundation: Higher Quality Early Childhood Experiences*

## Our four policy areas of focus

### **Personalized Access and Progress**

Increased flexibility in the awarding of course credits

Expanded dual-credit, concurrent enrollment, and industry credential programs

### **Rigorous Models**

More state-approved CTE programs for core academic credit

Incentives for effective drop-out prevention/recovery programs

### **Pathways Based on Interest, Aptitude, and Knowledge**

Up-to-date Information to schools on strategic “areas of growth”

Supports for Education and Career Action Plans

Early warning data systems

### **Higher Quality Early Childhood Experiences:**

Kindergarten readiness assessment tool

More high-quality, voluntary education programs

## Panel discussion and Questions from the Council



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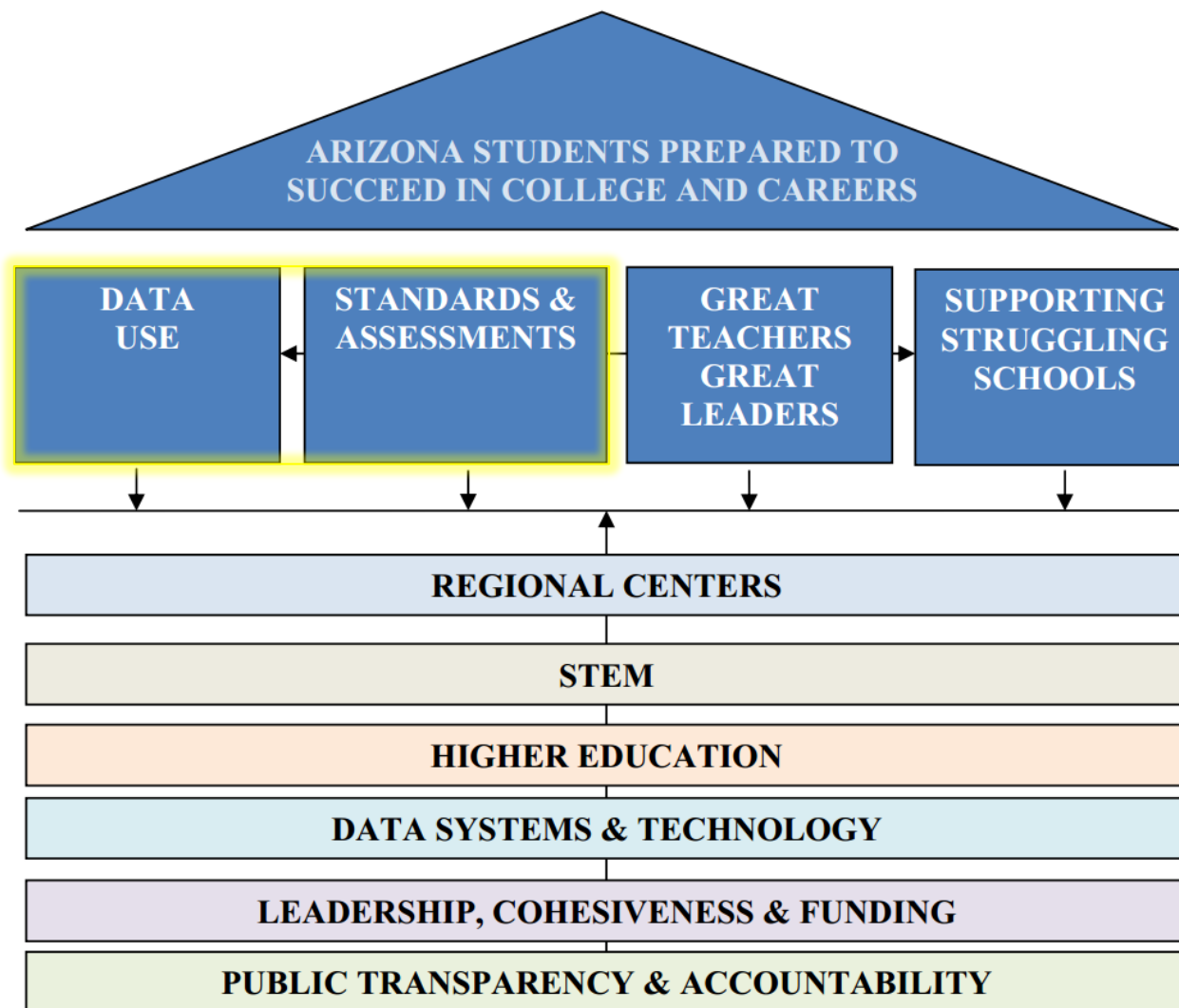
**Next Steps**



## Progress on Arizona Ready goals is mixed...

Goal	2020 Target	Starting Point	Current Status	On-Track Goal
3 <sup>rd</sup> Grade Reading	94%	73% (2010)	75% (2013)	79%
8 <sup>th</sup> Grade Math	85%	67% (2009)	69% (2013)	73%
High School Graduation Rate	93%	75% (2010)	77% (2012)	79%
Community College Degrees	44,000	29,620 (2010)	39,889 (2012)	32,496
Community College Transfers	12,500	9,222 (2010)	10,167 (2012)	9,878
Public University Degrees	30,000	21,037 (2010)	23,768 (2012)	22,830

...But we have taken significant strides in implementing a state data system and new standards and assessments



## Let's discuss our current progress

- ☐ What successes are we most proud of?
- ☐ What challenges are the most urgent?

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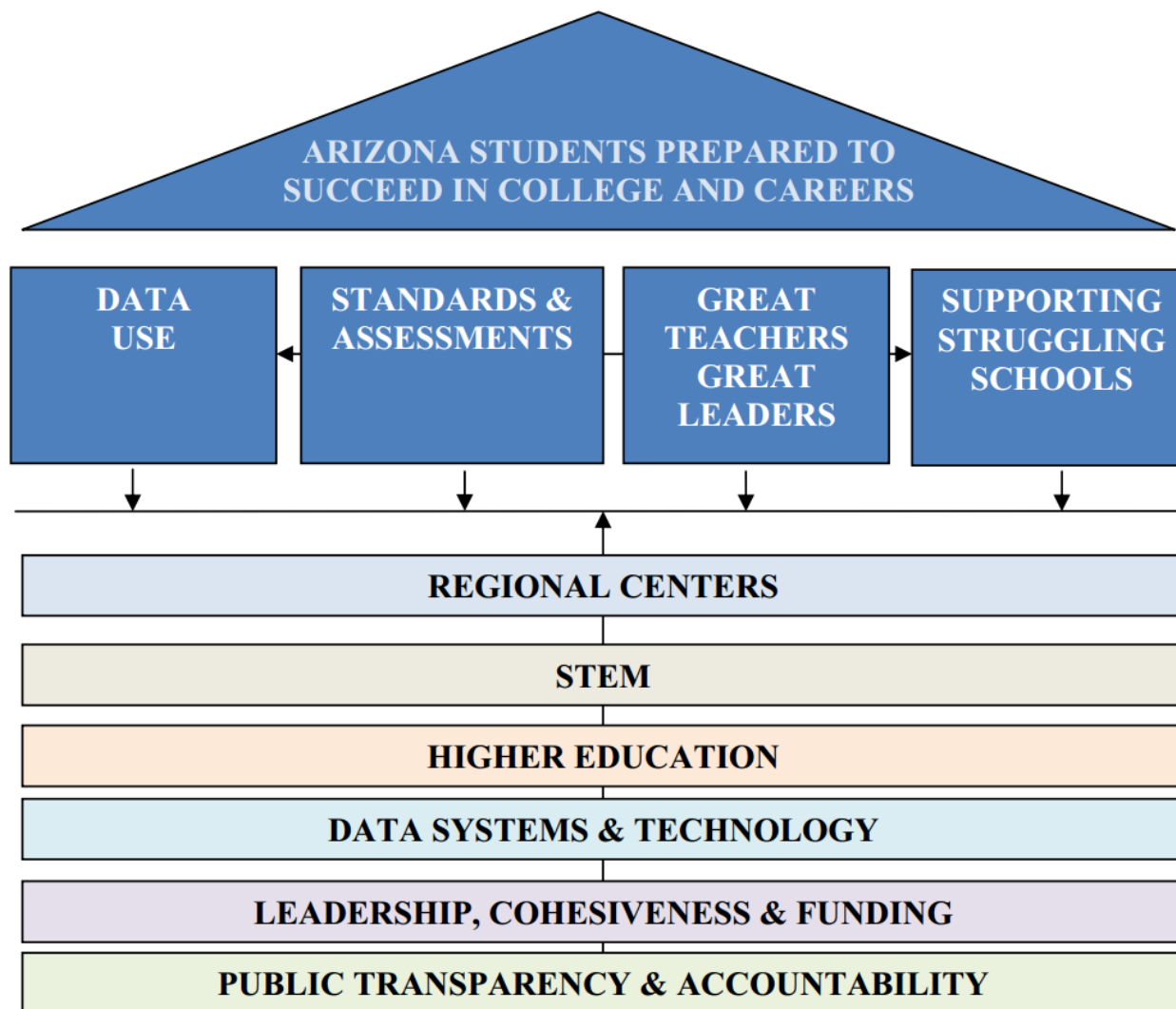
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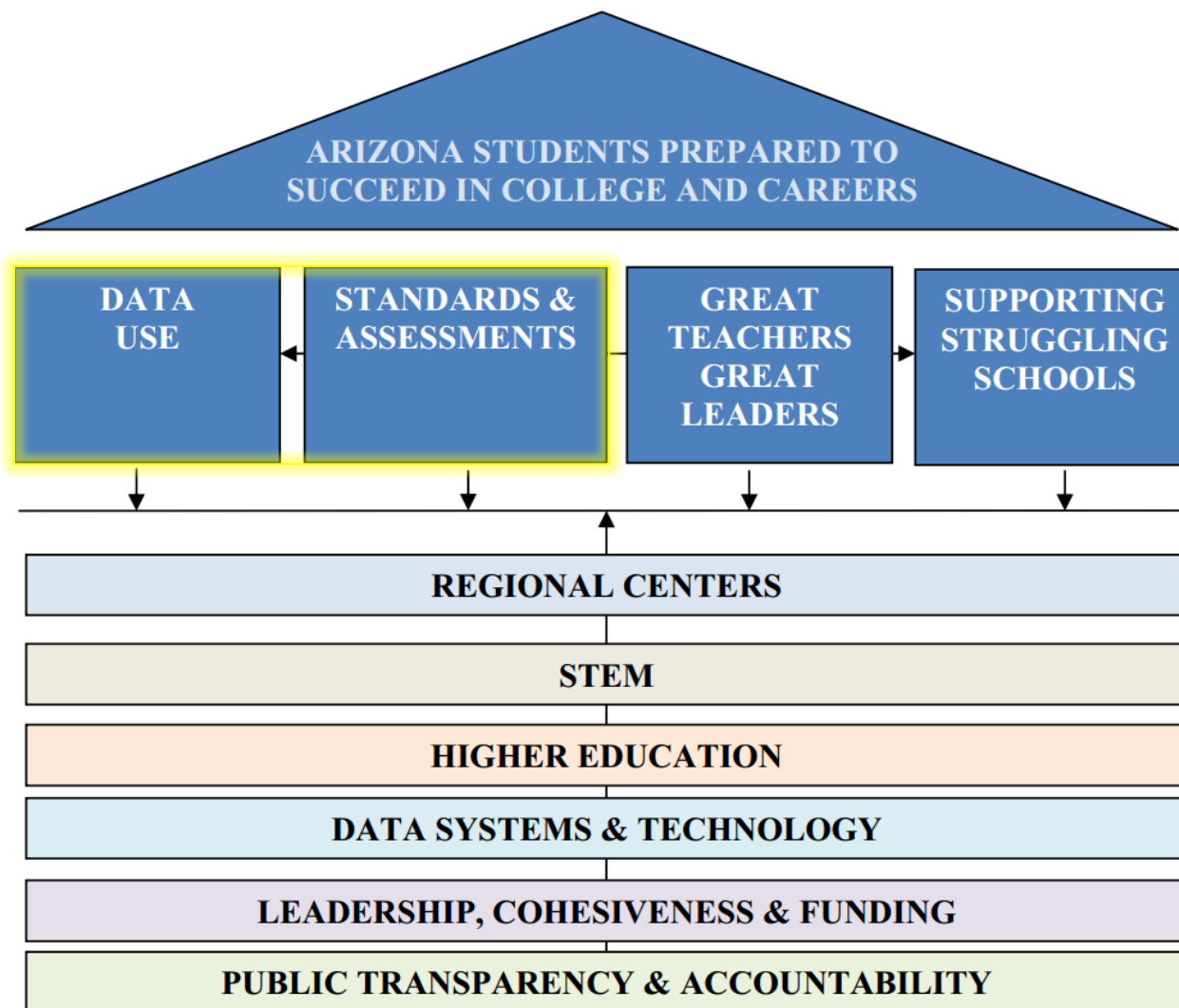
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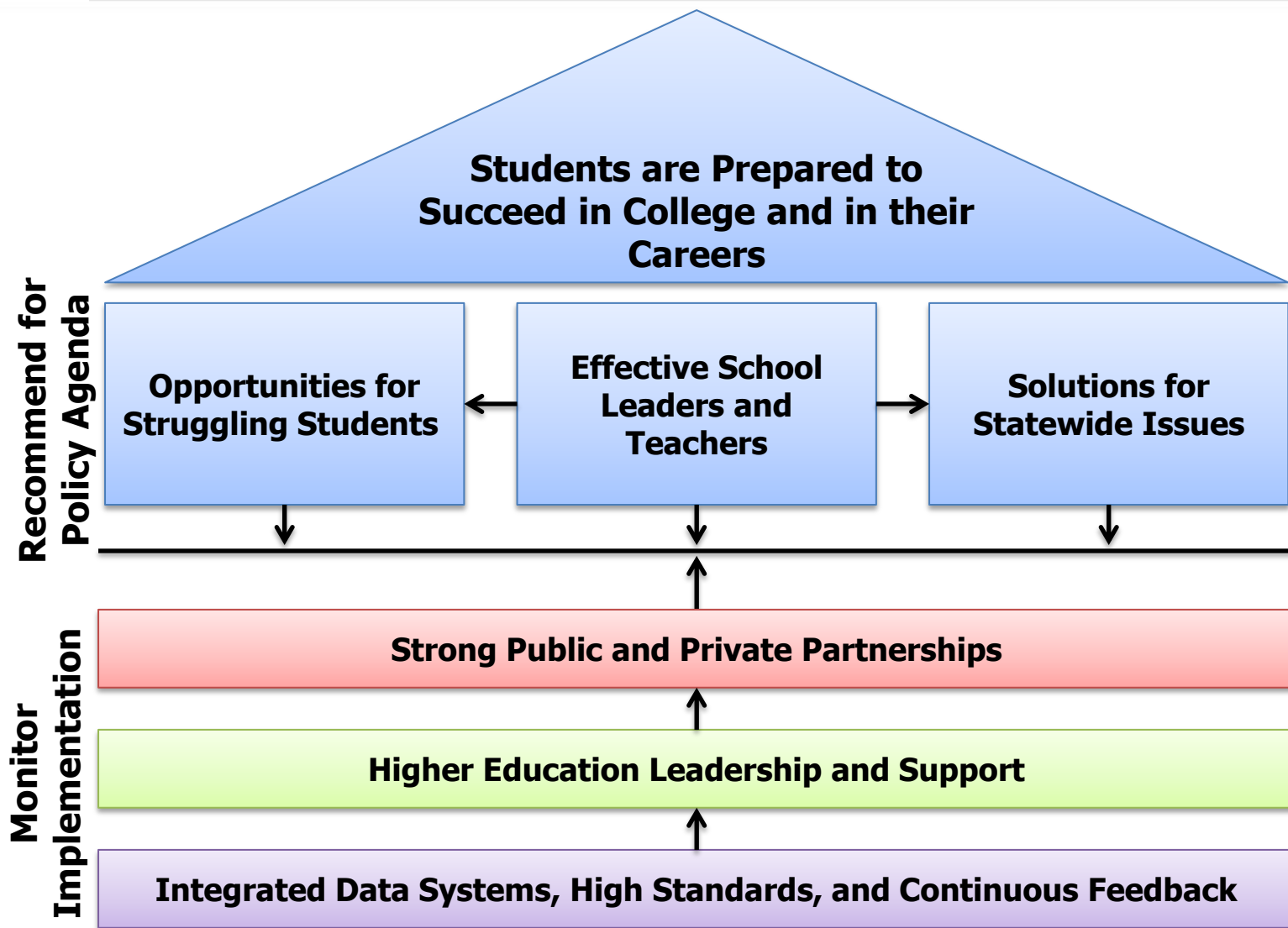
## Our current plan is comprised of four pillars with foundational elements underneath



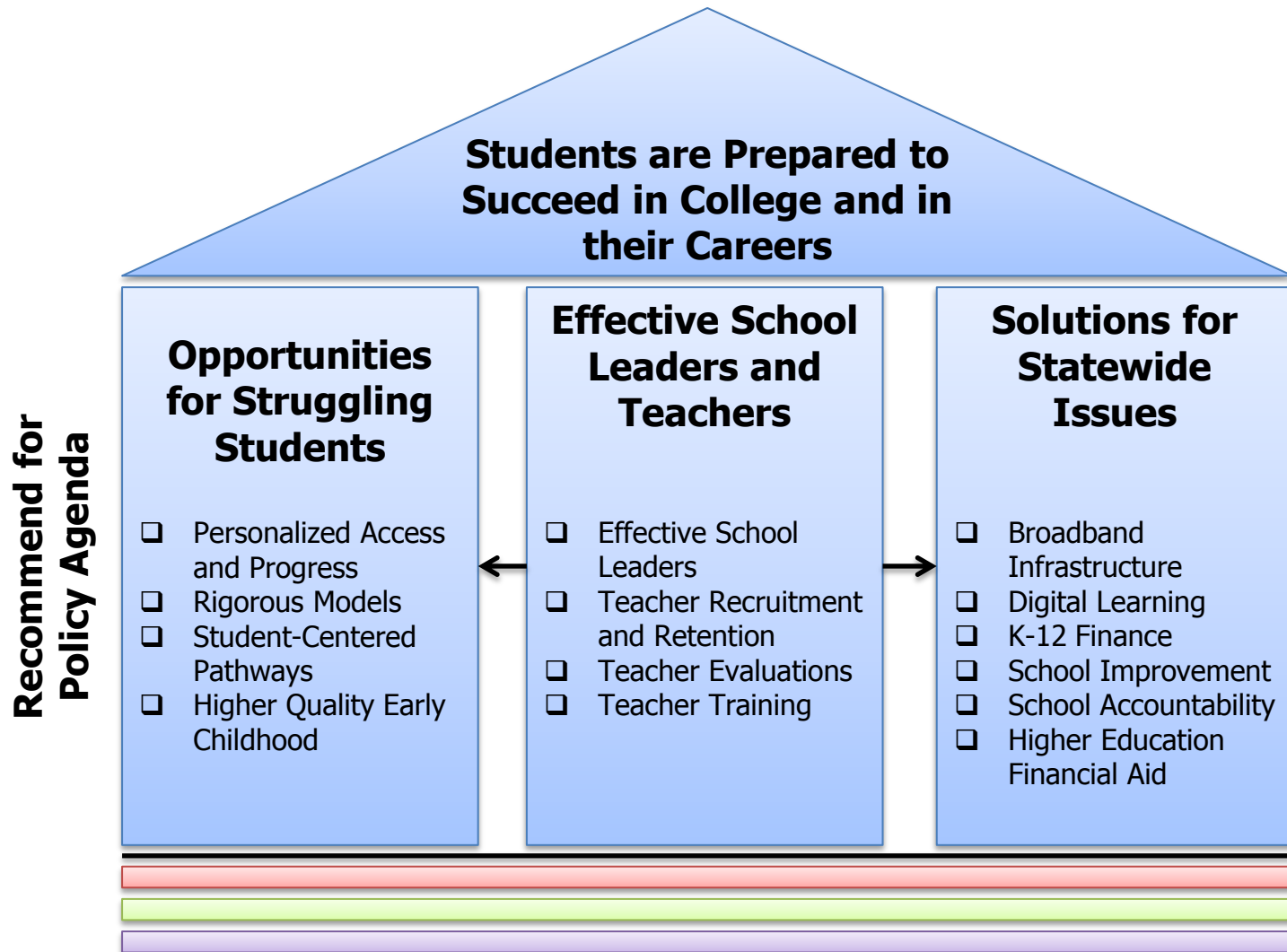
## Most of our work so far has focused on the first two pillars



For this reason, we propose a revised structure that moves Council involvement with some items to a monitoring role

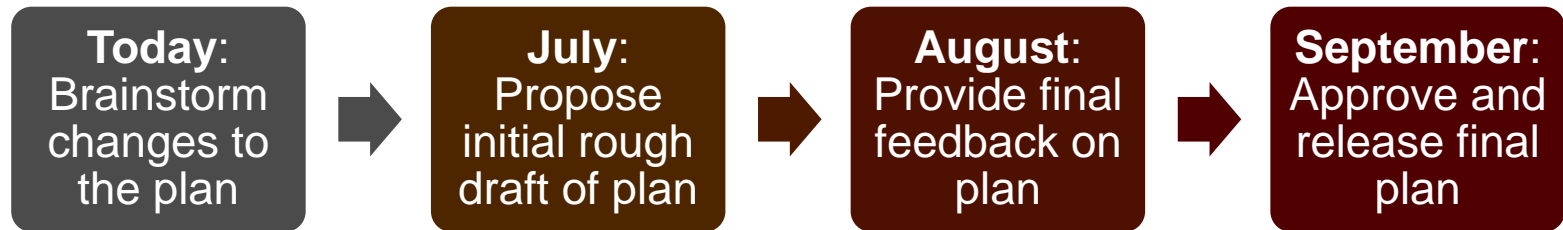


# The three new pillars give the Council an opportunity to focus on new aspects of the reform agenda





## We propose the that the final plan with revisions be released in September of this year



## Exercise: Reflecting on changes to the Reform Plan

What	How	Materials	Time
<ul style="list-style-type: none"> <li>Review the proposed changes to the plan and consider:               <ul style="list-style-type: none"> <li>What would we change?</li> <li>What would we add</li> <li>What would we remove?</li> </ul> </li> <li>Write responses on cards and place on the brown paper</li> </ul>	<ul style="list-style-type: none"> <li>Small groups</li> </ul>	<ul style="list-style-type: none"> <li>Draft revisions to Reform Plan</li> <li>Brown paper</li> <li>Cards</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>30</li> </ul>
<ul style="list-style-type: none"> <li>Use suggestions from the small groups to determine the types of changes we need to make</li> </ul>	<ul style="list-style-type: none"> <li>Whole group</li> </ul>		<ul style="list-style-type: none"> <li>60</li> </ul>

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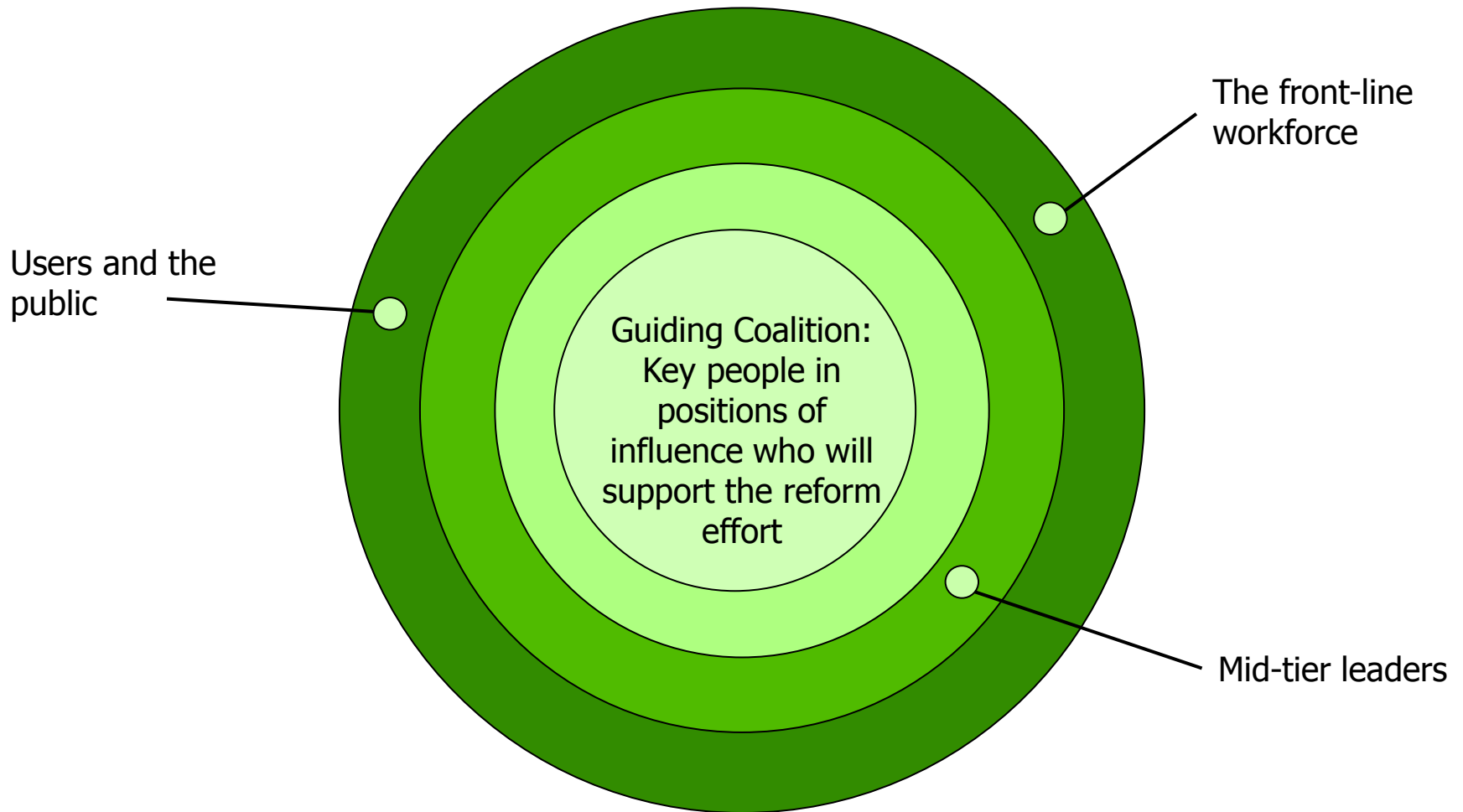
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## The Arizona Ready Council can be a powerful guiding coalition for education reform

Members of the **guiding coalition** act as the first set of core supporters and push others in the system to support the aspirations



## A guiding coalition supports the system aspiration and has the respect and credibility to influence others to do so

### What a guiding coalition is

- A network of people with common aspirations that may be formally or informally organized
- A core source of support and momentum for system's aspirations
- A set of respected leaders with diverse circles of influence
- A critical mass of people with significant ability (formal or informal) to influence achievement of system aspiration
- "True believers" who champion the aspiration

### What a guiding coalition is not

- A decision-making body or management team
- A steering committee that adds another layer of bureaucracy
- An extension of the system leader's office
- An authority over the delivery unit itself

## Members of the Council wield diverse influence, giving the Council a unique opportunity

Types of power that the Council can leverage

### Leadership

Responsibility for strategy and/or policy relevant to the aspiration

### Management

Overseeing the planning and/or implementation of system activities relevant to the aspiration

### Position power

Other constitutional, statutory, or regulatory authority over affairs relevant to the aspiration

### Expertise

Deep knowledge of the major issues involved and/or your system's existing work with respect to the aspiration

### Credibility

Respect from and/or authority over a critical mass of people in your system whose work is crucial to the aspiration

## Exercise: Communicating the Council's value

What	How	Materials	Time
<ul style="list-style-type: none"> <li>▪ Discuss and record:               <ul style="list-style-type: none"> <li>— What has the Council done well to produce value for the Governor and for the reform movement in the past?</li> <li>— What does the Council need to change about how it supports education reform?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Small groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15</li> </ul>
<ul style="list-style-type: none"> <li>▪ Discuss               <ul style="list-style-type: none"> <li>— What are the key messages we need to send about our role to the next Governor?</li> <li>— What is our value proposition?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Whole group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brown paper</li> <li>▪ Cards</li> <li>▪ Markers</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15</li> </ul>

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## Exercise: Next steps

What	How	Materials	Time
<ul style="list-style-type: none"> <li>Consider and write on separate cards:               <ul style="list-style-type: none"> <li>One thing I learned</li> <li>My next steps</li> <li>How can the organization(s) I represent support the revised plan?</li> </ul> </li> <li>Place responses on the brown paper in the row with your name before you leave today</li> </ul>	<ul style="list-style-type: none"> <li>Individually</li> </ul>	<ul style="list-style-type: none"> <li>Cards</li> <li>Markers</li> <li>Brown paper</li> </ul>	<ul style="list-style-type: none"> <li>10</li> </ul>



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**Thank You**